DOCUMENT RESUME

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| | |
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| TITLE | Work-Study Program for Handicapped Children. Final Report. |
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| SPONS AGENCY | Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. |
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| IDENTIFIERS | Elementary Secondary Education Act Title VI; ESEA Title VI |

ABSTRACT

Presented is the final report of a 3-year work study program (funded under Title VI) to increase the employability of 95 mentally or physically handicapped high school students. Project objectives included determination of requirements for 50 local jobs, development of 50 slide-film sets to provide job task information, assessment of student employability, placement and evaluation of qualified students in appropriate paid work stations, project evaluation, and dissemination of project information. Cited are project strengths (such as successful placement of target students), project weaknesses (such as the need for more job qualification profiles), and recommendations (for workshops/conferences and meetings with local school officials). Reported are project results including determination of employment requirements for 57 local jobs, completion of slide-films and audiotapes for 22 jobs, completion of employability assessment of 85 students, and successful performance by 27 students in paid part-time work stations. Commendations by an audit team include praise for the variety of work stations developed. An appendix of project forms is attached. (LH)

ED 100104

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PROJECT SUMMARY

1971 - 1974

WORK-STUDY PROGRAM FOR HANDICAPPED CHILDREN

This project originated as the idea of a special education teacher, and was written with the assistance of two coordinators and other staff members. The major objectives of the project were to provide work experience opportunities for high school age special education students, to prepare the students for work experience by utilizing information from the analysis of job requirements, and to establish communication and cooperation among several school districts, public agencies and private businesses for the accomplishment of these objectives. The target population included all special education students within the county. Specific information about project objectives, activities and target population is included on the pages which follow this summary.

The first task of the project was to determine potential local employment opportunities for handicapped young people. This was accomplished by using current job market survey results which had been gathered for the proposal of a Regional Occupational Program, combined with selection of potential work stations from the yellow pages of the telephone directory. Potential jobs were listed and indexed by Dictionary of Occupational Titles classification number. Using this list as a guide, local employers were contacted to determine if such jobs were available to high school special education students on a part-time basis. At this point, a method of job analysis was designed utilizing information from several sources including the Dictionary of Occupational Titles. The job analysis instrument was revised three times during the project and is included in its current form, with other project materials, in the Appendix. The main purpose of the job analysis is to provide information about social, physical and academic requirements, as well as the major tasks of a job. Because of the format selected, the same instrument can be easily used to assess the potential success of a student who is being considered for placement in that work station. This is accomplished by comparing the abilities of the student to the requirements of the job. This process was used to complete 57 job analyses and 151 student assessments during the project period. In addition, one or more vocational interest inventories were used to provide student input for the assessment.

In order to relate job requirements to classroom instruction, the major tasks of each job were compared to items in the Pupil Developmental Progress Scale, an instrument developed by the Monterey County Office of Education and used by many local teachers for individual student assessment and development of individual performance objectives. Related job tasks were assigned the appropriate P.D.P.S. item number. In this way a basic list of P.D.P.S. Career items was established. This list is being expanded and incorporated into the Practical Skills area of the revised curriculum.

An additional contribution to the instructional program has been the development of 35mm slide/audio cassette tape sets which explain the major tasks and requirements of jobs in cooperating work stations. The slide/tape sets are designed for individual or group career guidance in the classroom. Twenty-two sets have been completed since this activity began, near the end of the second year of the project.

Students who were considered qualified, as a result of assessment, were selected for placement in available work stations. All work stations provided part-time paid work experiences for students, usually two hours per school day. There were 57 student placements during the project, with 31 in the third year. Of these placements, 49

were considered successful. Students were evaluated with standard work experience criteria, and were considered successful if one semester was completed with a rating of "Satisfactory" or better. Most unsuccessful experiences were the result of placing students before completing job analyses, due to the immediacy of employer needs.

Work stations were located on school campuses and in local communities by individual contact with prospective employers, presentations to civic organizations, and cooperative efforts with public agencies. Through regular staff contact with school, business, and agency personnel, the project office became a central reference point for career information and services to handicapped young people.

Because of project involvement throughout the county, a material contribution was made to the accomplishment of the following: Development of a community college course for retarded adults; Development of a directory of county agencies which serve the handicapped; Renewed effort in the development of a county Regional Occupational Program; Development of a county Agency Information Office to serve handicapped citizens.

At the close of this project, interest and active involvement in career programs for special education students had increased in every target district within the county. The operation of the project is now funded locally by the Butte County Superintendent of Schools Office.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

FORM APPROVED
O.M.B. NO. 51-R0803

## PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

### 1. STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)

| | STATE CODE (A) | STATE PROJECT NUMBER (B) | SEA CLASS (C) | DATE APPROVED (D) Month | Day | Year | AMOUNT APPROVED (E) | ALLOCATED FROM FEDERAL FY (F) | 2. MAINTENANCE OF FISCAL EFFORT: SECOND PRECEDING FISCAL YEAR (A) | FIRST PRECEDING FISCAL YEAR (B) |
|---|---|---|---|---|---|---|---|---|---|---|
| A | CA | 04-00000-1423-4-01 | | 06 | 14 | 73 | $ 30,501 | 19 74 | $ 865,260 | $ 1,100,538 |

### 3. APPLICANT AGENCY

BC
(a) NAME OF ADMINISTRATOR (Last, first, middle initial): Evans, Thomas E.
(b) NAME OF AGENCY: Butte County Superintendent of Schools Office
(c) NUMBER AND STREET: 3 County Center Drive
(d) CITY: Oroville
(e) STATE: CA
(f) ZIP CODE: 95965
(g) COUNTY: Butte
TELEPHONE (h) AREA CODE: 916
(i) NUMBER: 534-4237
(j) EXTENSION:
(k) CONGRESSIONAL DISTRICT NUMBER: 2

### 4. PROJECT DIRECTOR

(a) NAME OF DIRECTOR (Last, first, middle initial): Foster, John S.
(b) NAME OF SCHOOL OR BUSINESS: Special Education Annex
(c) NUMBER AND STREET: 3 County Center Drive
(d) CITY: Oroville
(e) STATE: CA
(f) ZIP CODE: 95965
(g) COUNTY: Butte
TELEPHONE (h) AREA CODE: 916
(i) NUMBER: 534-4770
(j) EXTENSION:

### 5. PROJECT DURATION

(a) FROM: Month 7, Day 1, Year 73
(b) TO: Month 6, Day 30, Year 74

D 6. TITLE OF PROJECT (Limit to 50 characters, including punctuation and spaces): Work-Study Program for Handicapped Children

E

| 7. LEGISLATIVE FUNDING AUTHORITY | CHECK ONE |
|---|---|
| (a) P.L. 89-313 | |
| (b) PART B, EHA | X |
| (c) PART C, EHA - D-B | |
| (d) PART C, EHA - ECE | |
| (e) PART G, EHA | |
| (f) OTHER (Specify) | |

| 8. OTHER FUNDING SOURCES | |
|---|---|
| (a) Local | $ |
| (b) State | |
| (c) Other Federal title (Specify) | |
| (1) | |
| (2) | |
| (3) | |
| (d) Other | |
| (e) TOTAL | $ |

| 9. TYPE OF FORM | CHECK ONE |
|---|---|
| (a) Application | |
| (b) Application Amendment | |
| (c) Report | X |
| (d) Report Amendment | |

F 10. (a) SIGNATURE OF AUTHORIZED OFFICIAL: Thomas E. Evans
(b) DATE: 9-24-74

11. OE USE ONLY
School District Code
Vendor Code

OE FORM 9025, 1/72 REPLACES OE FORM 9025, 12/70, WHICH IS OBSOLETE

## 12. PROJECT EXPENDITURES

*(APPLICATION - Give estimated dollar amount of Federal funds required. REPORT - Give actual expenditures and unliquidated obligations.)*

| A. BY EXPENDITURE ACCOUNTS (See OE Handbook II) | SALARIES (a) | CONTRACTED SERVICES & OTHER EXPENDITURES (b) | TOTAL AMOUNT (c) |
|---|---|---|---|
| (1) Administration (100) | $ | $ | $ |
| (2) Instruction (200) | 22,279.28 | 5,596.92 | 27,876.20 |
| (3) Attendance Services (300) | | | |
| (4) Health Services (400) | | | |
| (5) Pupil Transportation (500) | | | |
| (6) Operation of Plant (600) | | 417.27 | 417.27 |
| (7) Maintenance of Plant (700) | | | |
| (8) Fixed Charges (800) | | 2,207.53 | 2,207.53 |
| (9) Food Services (900) | | | |
| (10) Student Body Activities (1000) | | | |
| (11) Community Services (1100) | | | |
| (12) SUB-TOTAL (100 thru 1100) | $ 22,279.28 | $ 8,221.72 | $ 30,501.00 |
| (13) Sites (1210) | | | |
| (14) Buildings (1220A and B) | | | |
| (15) Remodeling (1220C) | | | |
| (16) Equipment for Instruction (1230C) | | | |
| (17) Other Equipment (1230 except C) | | | |
| (18) CAPITAL OUTLAY (1200 series) SUBTOTAL | | | $ |
| (19) GRAND TOTAL (Sum of both sub-totals) | | | $ 30,501.00 |

| B. BY TYPE OF HANDICAPPED CHILDREN BENEFITING | AMOUNTS (d) |
|---|---|
| (1) Trainable Mentally Retarded | $ 5,826 |
| (2) Educable Mentally Retarded | 14,394 |
| (3) Learning Disabled | 7,832 |
| (4) Emotionally Disturbed | |
| (5) Other Health Impaired | |
| (6) Crippled | 1,370 |
| (7) Visually Handicapped | 343 |
| (8) Deaf-blind | |
| (9) Deaf | |
| (10) Hard of Hearing | 686 |
| (11) Speech Impaired | |
| (12) TOTAL HANDICAPPED | $ 30,501 |

| C. BY SPECIAL CATEGORIES | |
|---|---|
| (1) Preschool Project Activities | $ |
| (2) Voc-ed Project Activities | 30,501 |
| (3) Inner City Project Activities | |
| (4) Minority Group Project Activities | |
| (5) Inservice Training of Staff | 1,114 |
| (6) Parent Services | 351 |

## 13. PROJECT PARTICIPANTS

### A. CHILDREN RECEIVING SERVICES

| | TYPE OF HANDICAPPED CHILDREN SERVED | NUMBER OF CHILDREN SERVED | | | | | | | TOTAL SCHOOL DAYS |
|---|---|---|---|---|---|---|---|---|---|
| | | 0-2 YEARS (a) | 3-5 YEARS (b) | 6-9 YEARS (c) | 10-12 YEARS (d) | 13-18 YEARS (e) | 19 AND OVER (f) | TOTAL (g) | (h) |
| A | (1) Trainable Mentally Retarded | | | | | 7 | 10 | 17 | 276 |
| B | (2) Educable Mentally Retarded | | | | | 40 | 2 | 42 | 1575 |
| C | (3) Learning Disabled | | | | | 23 | | 23 | 763 |
| D | (4) Emotionally Disturbed | | | | | | | | |
| E | (5) Other Health Impaired | | | | | | | | |
| F | (6) Crippled | | | | | 3 | 1 | 4 | 100 |
| G | (7) Visually Handicapped | | | | | 1 | | 1 | 12 |
| H | (8) Deaf-blind | | | | | | | | |
| I | (9) Deaf | | | | | | | | |
| J | (10) Hard of Hearing | | | | | 2 | | 2 | 25 |
| K | (11) Speech Impaired | | | | | | | | |
| L | (12) TOTAL | | | | | 76 | 13 | 89 | 2751 |

### B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS

| | NUMBER OF PERSONNEL PAID | | | | MAN WEEKS PURCHASED |
|---|---|---|---|---|---|
| | TEACHERS (i) | TEACH. AIDES (j) | OTHER PERS. (k) | TOTAL PERS. (l) | (m) |
| A | | | | | |
| B | | | 1.5 | 1.5 | 73 |
| C | | | | | |
| D | | | | | |
| E | | | | | |
| F | | | | | |
| G | | | | | |
| H | | | | | |
| I | | | | | |
| J | | | | | |
| K | | | | | |
| L | | | 1.5 | 1.5 | 73 |

### C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS

| | NUMBER OF PERSONNEL TRAINED | | | | CLOCK HOURS PROVIDED |
|---|---|---|---|---|---|
| | TEACHERS (n) | TEACH. AIDES (o) | OTHER PERS. (p) | TOTAL PERS. (q) | (r) |
| A | 7 | 3 | 8 | 18 | 98 |
| B | 16 | 1 | 15 | 32 | 174 |
| C | 9 | 1 | 16 | 26 | 142 |
| D | | | | | |
| E | | | | | |
| F | 2 | | 4 | 6 | 33 |
| G | 2 | | 1 | 3 | 16 |
| H | | | | | |
| I | | | | | |
| J | 1 | | 1 | 2 | 11 |
| K | | | | | |
| L | 37 | 5 | 45 | 87 | 474 |

### D. CHILDREN RECEIVING SERVICES BY DEMOGRAPHIC AREA

| | NUMBER (s) |
|---|---|
| (1) From inner city areas | |
| (2) From other urban areas (over 50,000) | |
| (3) From rural areas (under 2,500) | 34 |
| (4) From other demographic areas (From 2,500 to 50,000) | 55 |
| (5) TOTAL (Lines D. (1)-(4)) | 89 |

### E. MISCELLANEOUS INFORMATION

| | (t) |
|---|---|
| (1) Children participating in preschool activity in this project | |
| (2) Students participating in voc-ed activity in this project | 89 |
| (3) Multihandicapped children for whom components of this project were especially designed | |
| (4) Children enrolled in nonpublic schools | |
| (5) Additional children receiving only incidental services (*not previously reported in this form*) | 51 |

| | (u) |
|---|---|
| (6) Number of American Indian children involved in this project | 1 |
| (7) Number of Negro children involved in this project | 2 |
| (8) Number of Oriental children involved in this project | 1 |
| (9) Number of Spanish surnamed children involved in this project | 6 |
| (10) Number of parents receiving direct services through project funds | 8 |
| (11) Number of non-paid volunteers participating in this project | 5 |

14. ABSTRACT *(Limit to the number of lines and space provided)*

A B C D E F G H I J K L M N O P Q R

**OBJECTIVES**

1) Determine employability requirements of 50 local jobs suitable for target students. 2) Compelete slide-films of major tasks for 50 jobs. 3) Assess employability of 95 target students. 4) Place qualified students in work stations and evaluate performance. 5) Evaluate project in terms of objectives and activities. 6) Disseminate project information.

**ACTIVITIES**

1) Locate cooperative employers with suitable work stations. 2) Analyze job requirements in terms of task list, skills, abilities, and working conditions. 3) Photograph major tasks of each selected job. 4) Process film for use in classroom career guidance. 5) Use job analysis information and vocational interest inventories to assess vocational potential of students. 6) Select students for work stations. 7) Place qualified students in available work stations. 8) Evaluate student performance in training stations. 9) Audit project operation. 10) Evaluate project progress. 11) Publish and disseminate project final report.

**EVALUATIONS**

1) Employment requirements of 57 local jobs have been determined. 2) Slide-films and audio tapes of major tasks have been completed for 22 jobs. 3) Employability assessment of 85 students was completed. 4) 31 students were placed in paid part-time work stations, 27 students performed successfully. 5) The project was audited and evaluated 6) Project information, including the final report, was disseminated.

**DESCRIPTORS** *(Enter the number only of terms selected from ASIS Retrieval Terms Directory. See Instructions)*

| NUMBER |
| --- |
| |
| |
| |
| |
| |
| |



GSA DC 73-'0850

California State Department of Education
721 Capitol Mall
Sacramento, Calif. 95814
Form No. A-127 (New 12-71)

# PROJECT DESCRIPTION

Fiscal Year 1973–1974

04-00000
County-district code

Directions for completing this page are in the Manual of Instructions and in Appendix B.
List only one project component per page. List objectives in priority order insofar as possible.

Project component • Work Experience and Instructional Program for Mentally and Physically Handicapped Children Funding source Title VI-B: $30,501

Total amount budgeted for this component $ 30,501

| Objectives | Evaluation specifications for objectives | Major activities | Evaluation specifications for major activities |
|---|---|---|---|
| 1.0. Utilizing job analysis techniques, the project staff will determine employment requirements of 50 selected local jobs representing at least 10 occupational interest areas. | 1.0. Percentage of 50 jobs for which employment requirements were determined. | 1.1. Secure cooperation of businesses, industries and public agencies for program participation. ($2475) | 1.1. Record names of cooperating companies or agencies secured during project year. |
| | | 1.2. Select at least 4 jobs from each occupational interest area for analysis, based upon number of local jobs, student vocational potential, and employer cooperation. $110 | 1.2. List of 50 selected jobs, grouped by area of occupational interest. |
| | | 1.3. Analyze jobs in terms of task list, mobility skills, academic abilities and working conditions, utilizing employer approval to ensure appropriate content. $2330 | 1.3. Copies of 50 completed job analyses, including job qualification profile and vocational study program. |
| | | 1.4. Solicit from employers and other sources the donation of vocational literature, films, equipment, and guest speakers for enrichment of program. $715 | 1.4. Record of donated material and services, by source. |

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Project component: Work Experience and Instructional Program for Mentally and Physically Handicapped Children

Funding source: Title VI-B: $30,501

Total amount budgeted for this component: $ 30,501

| Objectives | Evaluation specifications for objectives | Major activities | Evaluation specifications for major activities |
|---|---|---|---|
| 2.0. The project staff will develop 50 slide-film sets of selected jobs which will provide vocational guidance and introduction to job tasks for target students. | 2.0. Percentage of slide-film sets completed. | 2.1. Photograph major tasks of each selected job, and process film into slide-films. $1305 | 2.1. Completed slide-film sets. |
| | | 2.2. Deposit films in county film library and distribute lists of catalog number and descriptions to project staff personnel. $220 | 2.2. Copy of film list, with catalog numbers and descriptions. |
| | | 2.3. Utilize films in High School special classroom programs to provide general occupational information and specific job task information for target students. $550 | 2.3. Record of film use on file in county film library. |

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Project component Work Experience and Instructional Program for Mentally and Physically Handicapped Children  Funding source Title VI-B: $30,501

Total amount budgeted for this component $ 30,501

| Objectives | Evaluation specifications for objectives | Major activities | Evaluation specifications for major activities |
|---|---|---|---|
| 3.0. The project staff will provide employability assessment for all target students. | 3.0. Percentage of students assessed. | 3.1. Secure cooperation of project staff Personnel (page 3, par. 1.1.2.) for program participation. $330 | 3.1. None required. |
| | | 3.2. Conduct workshop to instruct staff teachers in use of project materials and completion of project objectives. $1820 | 3.2. Record of Attendance and copies of workshop materials. |
| | | 3.3. Administer assessment of abilities and interests to all students. $440 | 3.3. Record of student qualifications, including name, abilities and interests, for 75 students. |
| | | 3.4. List all local job categories for which student qualifications approximate job requirements. $110 | 3.4. Record of student names and job categories. |
| | | 3.5. Evaluate the ability of the student to perform job tasks and prerequisite skills. $220 | 3.5. Record of student tracking |

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List only one project component per page. List objectives in priority order insofar as possible.

Project component •Work Experience and Instructional Program for Mentally and Physically Handicapped Children  Funding source Title VI-B: 30.501

Total amount budgeted for this component $ 30,501

| Objectives | Evaluation specifications for objectives | Major activities | Evaluation specifications for major activities |
|---|---|---|---|
| | | 3.6. Select most appropriate job categories and training stations for student placement, based upon job tasks which must be mastered, training station facilities, student age, grade level, and work habits. $220 | 3.6. Record of selected job categories and training locations. |
| 4.0. The project staff will place all students, who have been assessed and are considered qualified, in appropriate training stations. | 4.0. Percentage of students placed, who were assessed and qualified for placement. | 4.1. Secure cooperation of school, business, and agency personnel for provision of appropriate training stations $2750 | 4.1. Record of participating training stations and job categories. |
| | | 4.2. Study existing transportation provisions and recommend modifications to accomodate program need. $660 | 4.2. Record of modified transportation provisions. |
| | | 4.3. Place students in appropriate training stations for work experience. $2090 | 4.3. Record of student name, training station, and dates of attendance. |

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Project component: Work Experience and Instructional Program for Mentally and Physically Handicapped Children  Funding source: Title VI-B: $30,501

Total amount budgeted for this component $ 30,501

| Objectives | Evaluation specifications for objectives | Major activities | Evaluation specifications for major activities |
|---|---|---|---|
| | | 4.4. Evaluate student performance in training stations. $1815 | 4.4. Record of evaluation by employer. Completion of one semester with acceptable evaluation ratings is considered successful performance. |
| | | 4.5. Evaluate appropriateness of Job Qualification Profile and Vocational Study Program materials for each placement, and modify as needed. $1815 | 4.5. Record of evaluation by employer and coordinator, and recommended modifications. |
| | | 4.6. Refer students to appropriate agencies for further training or assistance as necessary. $715 | 4.6. Record of referrals by agency, name of student, and service received. |
| 5.0. The project evaluator, coordinator, and audit team will evaluate project in terms of objectives and activities, as specified in project description. | 5.0. Determination of percentage of accomplishment of project objectives. | 5.1. Audit project to review objectives, activities, and project progress. (audit team) $1630 | 5.1. Copy of audit team report. |

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List only one project component per page. List objectives in priority order insofar as possible.

Project component .Work Experience and Instructional Program for Mentally and Physically Handicapped Children

Funding source Title VI-B: $30,501

Total amount budgeted for this component $ 30,501

| Objectives | Evaluation specifications for objectives | Major activities | Evaluation specifications for major activities |
|---|---|---|---|
| | | 5.2. Complete interim and final evaluation reports. (Evaluator) $1950 | 5.2. Copy of evaluation reports by evaluation consultant, including ratings of effectiveness. |
| 6.0. The project staff will increase the dissemination of project information by 50 percent. | 6.0. Percent increase in dissemination of project information. | 6.1. Increase number of contacts with local organizations for informational speeches. $660 | 6.1. Record of organizations contacted and increase in number of contacts. |
| | | 6.2. Increase contacts with parents, to encourage further parent involvement in such areas as locating training stations, guest speakers, and transportation of students. $550 | 6.2. Record of contacts, and contributions from parents. |
| | | 6.3. Increase in number of news articles for public awareness of project. $605 | 6.3. Record of news articles and increase in number published. |
| | | 6.4. Dissemination of project information to requesting agencies. $880 | 6.4. Record of agency requests for information (not included in 50% increase). |

# FINAL PROCESS EVALUATION

JULY 1, 1973 - JUNE 15, 1974

## WORK EXPERIENCE AND INSTRUCTIONAL PROGRAM

FOR

MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN

PROJECT No. 04-00000-1423-4-01

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE

SUBMITTED BY IRA NELKEN, EVALUATOR

NORTHERN CALIFORNIA P.A.C.E. CENTER

JUNE 20, 1974

Objective 1.0: Utilizing job analysis techniques the project staff determined the employment requirements for 57 selected local jobs representing 10 occupational interest areas. This objective called for determining employment requirements for 50 selected jobs in ten occupational areas. This objective (determining requirements of selected local jobs) was 114 percent accomplished.

The number of occupational areas covered in the objective has been excellent. This objective was accomplished successfully this project year. Furthermore, the project coordinator had employers evaluate the developed job qualification profiles and task lists by a questionnaire which was sent out in early December, 1973. The project received returns from employers on this questionnaire which have been used to check t accuracy of the qualification profiles and the task lists. The evaluator commends the coordinator for this ongoing evaluation of his job analyses.

Major activity 1.1: The cooperation from businesses, industries and public agencies for program participation was secured by door-to-door contacts by the project coordinator and teacher volunteers for the project and by referrals from teachers and agencies. A record of the names of cooperating companies or agencies secured during the project year is available on 3 x 5 cards. This major activity was initiated on schedule, was continuous for the project year, and was accomplished successfully.

Major activity 1.2: Jobs from each occupational interest area were selected for analysis on the number of local jobs available and number of potential jobs in the area and the students' vocational potential. Employer cooperation has been substantial and has not affected the jobs selected for task analysis. This major activity was ongoing for most of the project year and continued until the end of June, 1974. The only occupational interest areas not covered were patient care and scientific. These two areas were not considered appropriate or "available" for job analysis because, (1) skill requirements are too high for the project children (participants)

in the patient care area; (2) skill requirements are too high and the number of jobs available in the local area are too few in the scientific occupational interest area. 57 of the jobs grouped by area of occupational interest have been analyzed and were listed on a chart and are available in the project files.

Major activity 1.3: Jobs have been analyzed in terms of task list, mobility skills, academic abilities, working conditions, physical demands, and general relationships of worker to data, people and things. Employer approval to insure appropriate content was solicited by the questionnaire sent out in December, 1973. The copies of the 57 completed job analyses including job qualifications profile, and vocational study program are all in the project files. This major activity was on schedule and completed successfully June, 1974.

Major activity 1.4: Very little effort this year has gone into soliciting from employers and other sources the donation of vocational literature, films, equipment and guest speakers for enrichment of program. This was because very few employers have much material available. Most of the material available was primarily training for the managerial level which is not particularly appropriate for project participants. What little was available has been solicited by the project coordinator, and this material is available at the project coordinator's office. The activity was ongoing and has been satisfactorily accomplished this project year.

Objective 2.0: The project developed slide film sets of selected jobs to provide vocational guidance and introduction to job tasks for target students. By June 15, 1974, 22 slide film sets of selected jobs were completed. The original objective was for 50 slide film sets to be completed by the end of this year. This objective was 44 percent completed by the end of the project year. The original objective was higher than the project staff could meet considering the amount of time that could be spent in the development of the slide film sets. The project coordinator wanted a slide film set for each job analysis and the evaluator concurs in this objective. A cassette tape accompanies each slide set which further enhances the usefulness

of the slide film set to the classroom teacher and the students. A job analysis with audio visual component is much more usable and useful to the classroom teacher. Total completion of this objective was not entirely possible within this project year, more time would have been needed to be spent on this objective than was possible. Several restraints within the project for production of the slide film set help to understand the reason that 50 were not completed this year. Slide film sets are developed only with employers with cooperative attitudes, in other words, those employers that are willing to take a student. Furthermore, in an attempt to lessen the load on the project coordinator, a workshop on job analysis for teachers was held. It was expected that teacher could then greatly aid in the production of these slide film sets; unfortunately, only approximately one-third of the teachers participated as expected and the load on the project coordinator to produce slide film sets was not lessened to the degree necessary for the completion of 50 slide film sets.

Major activity 2.1: The major tasks of each selected job were photographed and were processed into slide films and an audio presentation/description was developed to accompany the slide film set. This activity production and development has been implemented very successfully by the project this fiscal year.

Major activity 2.2: Films were to be deposited in the county film library and lists of catalogue number and description to project staff personnel were to be distributed in this project year. This major activity will be late because of the delay in developing completed slide film sets. The catalogue will be produced and sent out by August, 1974 and the film and audio presentations will be deposited in the county film library for use in Fall, 1974. This activity will be completed by Fall, 1974 with copies of the film list, catalogue numbers and descriptions available.

Major activity 2.3: Films were to be utilized in High School special classroom programs to provide general occupational information and specific job task information

for target students. This has not been occurring with one teacher exception because major activity 2.2 has not been completed. One teacher who was most active in film production has been using the slide film sets he has produced in his classroom before assigning them to the project coordinator's office. These films were utilized in late April and May 1974 by some project teachers for target students. The primary thrust in the usage of the slide film sets will occur primarily in the Fall of the next school year.

Objective 3.0: The project staff has provided employability assessment for target students. This objective has been the responsibility of the teachers, not the project coordinator. As is usual, most teachers have accomplished this objective though a few haven't. There are approximately 95 target students. 85 of the students have been assessed in some form. This objective can be said to have been 90 percent accomplished. The project coordinator believes, with the project evaluator's concurrence, that the best assessment of the target student's employability would be work evaluations by prior employers. In other words, the best placement of target students would occur on prior work evaluations from employers. This could not occur for all target students since some would not have had prior employers. The project coordinator maintained a thrust in this direction. This objective has been satisfactorily implemented this project year.

Major activity 3.1: Cooperation of project staff personnel for program participation was secured with few difficulties, successfully and on time.

Major activity 3.2: A one and a half day workshop was held to instruct staff members in use of project materials in completion of project objectives. At this workshop samples of all materials were made available to teachers in an attempt to get each teacher to start his own work study program. This was successful for five out of eighteen participants who have been very active on their own since the workshop. A record of attendance at the workshop and copies of workshop materials are available for inspection in the project director's files.

Major activity 3.3: An assessment of abilities and interests to 85 of the students was administered by the use of inventories. This major activity was done ahead of schedule and completed ahead of schedule. The record of student qualifications including name, abilities and interests is available for 85 students. This major activity can be considered to have been substantially completed successfully.

Major activity 3.4: A list of all local job categories for which student qualifications approximate job requirements was to be completed for each student assessed. Only two or three teachers did this for 20 target students before the project coordinator asked that this activity be terminated. The project coordinator's reason for terminating this activity was that it was not a very meaning activity because: (1) it was very time consuming; (2) the jobs within the various localities of the students varied extensively and there was a need to assess students by locality, occupational area and actual job, and (3) there were not enough job qualification profiles to do this adequately at this time. Therefore, this major activity would not at this time produce a good wide range assessment for the students and time could be better spent on other activities. The project evaluator concurs on this decision. Those that were done, were done early or on time.

Major activity 3.5: The ability of the student to perform job tasks and prerequisite skills was evaluated. This major activity was an integral part of major activities 3.3 and 3.4 and was therefore completed on schedule with these activities. A record of student names and job categories, student tracking, is available at the project office.

Major activity 3.6: Most appropriate job categories and training stations for student placement were selected based on job tasks which must be met (mastered), training station facilities, student age, grade level, and work habits. A record

of selected job categories and training stations is available at the project office. This major activity was done on time, primarily, in September and October 1973. This activity was done primarily by teachers for the 85 target students. From the previous assessment of activites 3.1 through 3.5 the decision-making step of activity 3.6; i.e., of what's available, what's the best place to put the target student was accomplished. With the 85 target students, decision on placement was based on occupational interest areas and ability levels from what was available (for 20 students the matrix from major activity 3.4 was available and used).

Objective 4.0: The project staff placed students who had been assessed and were considered qualified in appropriate training stations. Generally the project coordinator accomplished this objective with teacher's support. Thirty-one target students were placed on paid part-time jobs in the four communities of Chico, Gridley, Oroville and Paradise. Approximately a quarter of the placed target population was placed in each of the four communities. The percentage of students placed who were assessed and qualified for placement was 36 percent. This was due to the number of paid part-time jobs available in the local areas. This objective was accomplished successfully.

Major activity 4.1: The cooperation of school, business, and agency personnel for provision of appropriate training stations was secured. The general unemployment rate was rising which made appropriate training stations more difficult to obtain. A record is available of participating training stations and job categories. This major activity was satisfactorily accomplished on schedule.

Major activity 4.2: Existing transportation provisions were studied and modifications recommended to accommodate program needs. The record of these modified transportation provisions is available. Generally work stations were developed within walking or bicycling distance from home or school. The only modifications necessary were the usage of "Your Bus" in the Chico area, extra stops put into operation by

Oroville Bus Lines for county scheduling, and parents, in some cases, taking target students to work stations. This major activity was very satisfactorily accomplished.

Major activity 4.3: Students were placed in appropriate training stations for work experience. A record of student name, training station and dates of attendance is available in the project coordinator's office. Thirty-one students were placed in eight occupational categories. Approximately one-third were placed in food services (this is where many of the jobs were available). Approximately one-fourth were placed in the housekeeping janitorial occupational category and approximately 42 percent of the students were placed in the six other occupational categories. Placement of students in appropriate training stations was satisfactorily accomplished on schedule.

Major activity 4.4: Student performance at training stations was evaluated. Each employer evaluated each target student and sent evaluation results to project coordinator. A standard evaluation instrument developed by the project coordinator as an adaption of a standard work experience evaluation form was used. A record of the evaluation by employers is available at the project coordinator's office. Completion of one semester with acceptable evaluation ratings was considered successful performance, 27 of the 31 target students placed were successful at their job stations in the first semester.

Major activity 4.5: The appropriateness of the job qualification profile and vocational study program materials for each placement was evaluated and modified as needed. The project coordinator revised the qualification profile. This was consistent with the 1972-73 audit teams' recommendations and problems which have occurred with the job qualifications profile; namely, the time lag between job analysis and the availability of the transparency. This was the fourth modification of the profile. The new form was cheaper and was a more valid instrument. The same

form was available for use as a job analysis statement, the student assessment, and the student evaluation. This provided for greater effectiveness of the form and for the form's internal consistency (face validity). Input on modification of the form was obtained from the public agencies concerned with work evaluation (Far Northern Regional Center, Feather River Opportunity Center, California State University at Chico, Department of Rehabilitation). From this input the project coordinator developed factors for the form and then produced assessment items from these factors. Further information for the revision was obtained from the evaluation of the job qualification profiles by employers discussed under objective 1.0. The evaluator commends the project coordinator for his deep commitment to this activity.

Major activity 4.6: Students (mainly graduates) were referred to appropriate agencies for further training or assistance as necessary. Those students were referred who could use more experience, further training, etc. A record of referrals by agency, name of student and service received is available. This was done primarily in January-February of the project year to meet needs that developed. A one day workshop/conference was held with agency people who explained to the project staff agency requirements and capabilities. From this workshop/conference the project coordinator developed a resource directory and a procedure for getting target students from the project's program to the agency effectively. Phase out requirements and services for the individual school districts served this year was also discussed at this conference. This major activity has been accomplished successfully and on schedule in its year long completion date.

Objective 5.0: The project evaluator, coordinator, and audit team evaluated the project in terms of objectives and activities as specified in project description. This was accomplished in the 1973-1974 audit report, in the interim evaluation report, and in the final evaluation report.

Major activity 5.1: The project audit to review objectives, activities and project progress by an audit team occurred February 14-15, 1974 and a copy of the audit team report is available.

Major activity 5.2: An interim process evaluation report was completed on schedule by the project evaluator in December, 1973 and included a description of all objectives and major activites and a summary of project strengths, weaknesses, and recommendations. A final evaluation report was completed in June, 1974 on schedule and on time.

Evaluation was a continous ongoing process and the project evaluator and project coordinator met on a regular basis, approximately once a month, to discuss various aspects of the project and to maintain effective progress on project performance.

Objective 6.0: The project staff was to increase dissemination of project information by 50 percent. This was accomplished with respect to dissemination to and with parents and dissemination of project information to requesting agencies and to employers.

Major activity 6.1: The number of contacts with local organizations for informational speeches was to be increased. A record of organizations contacted and the number of contacts is available at the project coordinator's office. Last year a dozen informational speakers were given, fewer were given this project year. In this project year, eight talks were given. The number of informational speeches given was less than last year since the project coordinator decided that the time was better spent on other activities. This decision is concurred upon by the project evaluator.

Major activity 6.2: Contacts with parents has been increased to encourage further parent involvement in such areas as locating training stations, guest speakers, and transportation of students. The main contact has been on an individual basis talking about work stations individual students have been placed in or would be placed in, talking about organizational matters, students ability, and so forth. Most of the time teachers have made parent contacts rather than the project coordinator. The project coordinator has made approximately two dozen contacts. The parents of all placed students have been contacted. The number of contacts this year has tripled compared to last year. This activity has been successfully and satisfactorily accomplished.

Major activity 6.3: The number of news articles for public awareness of project has not been increased this year. A record of news articles and number published is available. This year one news article has been published. Last year there were four such articles. The project evaluator concurs with the project coordinator that this was a sufficient number of news articles for the project for project dissemination.

Major activity 6.4: Dissemination of project information to requesting agencies has been accomplished. Approximately 100 abstracts were sent to major agencies who might be interested in such information and/or who store and disseminate special education information. From these requests for dissemination, further information has been received. At this time twelve requests have been received and accommodated. A record of agency requests for information is available at the project coordinator's office. This activity has been successfully accomplished.

Major activity 6.5: Dissemination of project information to employers and agencies through meetings and other contacts has been accomplished. This activity occurred consistently and with a considerable number of contacts. Approximately one-half to one dozen such activities took place each project day. This major

activity has been successfully accomplished.

Major activity 6.6: The publication and dissemination of a final report on the project was accomplished successfully in June of 1974.

## PROJECT STRENGTHS, WEAKNESSES, AND RECOMMENDATIONS

PROJECT STRENGTHS:

1. Audio visual presentations with slides and tapes.
2. Continuous revision of job qualification profile, and excellent job task analysis.
3. The project has been well organized and managed. The project evaluator commends the project coordinator.
4. The project had placed as many target students in the first half of this year as in all of last year. Placement of target students has been effective and spiraling.
5. The project's program will be continued in Butte County through the use of local funding though federal project funding has been completed.

PROJECT WEAKNESSES:

1. Many more job qualification profiles by locality, occupational area and job within the occupational area are needed for this instrument to really be effective.
2. Transportation of target population to and from jobs has been very difficult to accomplish due to the lack of an adequate local public transportation system.

RECOMMENDATIONS:

1. It is recommended the project coordinator further local school district continuance of the program's thrust after project completion by: (a) workshops/conferences; (b) meetings with local school officials, and (c) perseverance.
2. It is recommended that greater dissemination of the project in terms of both content and effectiveness be accomplished.
3. It is recommended that assessment of target children by on-the-job previous employers of these target children be integrated into the assessment of target children for job placement.
4. The evaluator suggests that educationally handicapped students are very different than more apparently handicapped students (this includes EMR's, TMR's, as well as specific physical handicaps). It is recommended EH students be most appropriately served under regular work experience programs and not by this project which could concentrate on all special education children other than educationally handicapped students.

EHA, TITLE VI-B

OPERATIONAL PROJECT AUDIT REPORT

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE

February 14 and 15, 1974

(Summary of Recommendations and Commendations)

Project Application Number 04-00000-0000839/049: A project designed to provide a Work-Study Program for TMR, EMR, and PH children, age 16 to 21 years. The program includes determination of employment requirements for local jobs, vocational assessment of students, and placement of students in work stations, utilizing public and private community resources.

Under Direction of

ARTHUR E. PHELAN, CHIEF

BUREAU OF EDUCATIONAL IMPROVEMENT FOR THE HANDICAPPED

Funded by Title VI-B of the Education
for the Handicapped Act

COMMENDATIONS AND RECOMMENDATIONS OF AUDIT TEAM REGARDING PROJECT OBJECTIVES:

COMMENDATIONS:

1. All film slides developed are considered to be of professional nature.

2. Both project staff and the Butte County community are to be commended for a varity of work experience stations for handicapped individuals.

3. Project Director should be commended for designing an assessment process which includes both interest and skill ability analysis appropriate for determining student employability.

4. All evaluation reports, especially Mid-Year Process Evaluation, were helpful in assisting project accomplishment to date.

5. Project staff and all other support participants have provided a highly positive influence on the Butte County community in relationship to acceptance of the work experience concept for the handicapped.

RECOMMENDATIONS:

1. Prior to termination of project, all necessary primary document revisions should be made so as to update to meet field tested needs.

2. Continued emphasis must be placed on gaining employer acceptance to provide more work experience stations for handicapped individuals.

3. We recommend continued emphasis to encourage teachers to make use of the developed assessment materials.

4. Student evaluation forms should be revised to reflect behaviors (social, academic, work skills) on a time-limited basis to reflect achievements toward the stated objective.

5. Butte County Office Staff should provide leadership in cooperation with other related community agencies in communicating the need and developed services in regard to project dissemination (newspaper articles, etc.).

EHA, PART B REPORT OF PREVIOUS
AUDIT TEAM RECOMMENDATIONS AND FINDINGS

| Recommendations: (To be listed by audit chairperson) | Findings: |
|---|---|
| 1. Attempt to obtain individual district support and participation in sharing costs for full-time County Office Work Experience Coordinator for the Handicapped.<br>a) County superintendent contact with district superintendent.<br>b) Submit copies of audit team report. | 1. Audit team has observed school district support for continuance of County Office staff leadership in initiating and coordinating a Work Experience for the Handicapped, e.g. Richard Boyd, Superintendent, Oroville High School District; Milt Boyer, Work Experience Coordinator, Chico Unified School District; Tracy Tripp, Principal, Paradise High School; James Powell, Director of Special Services, Paradise Unified School District; all teachers and participating agency personnel. |
| 2. County Office staff should encourage development of services on a cooperative basis for districts in Butte County in providing appropriate expenditure of the 10% VEA funds.<br>a) Cooperative County Office/district presentation of request for use of VEA funds on this basis should be prepared for delivery to Fred Martinez and the Director of Vocational Education for the State of California.<br>b) Copies of the Audit Team Report, especially recommendations and findings, should be appropriately disbursed to State Department personnel. | 2. Allocated Vocational Education funds have been returned to the State Department of Education by two districts in Butte County, e.g. Biggs Unified and Gridley High School Districts. It was also found that a possible loss of approximately $2,700 will occur in the Chico Unified School District unless Vocational Education services are provided for the handicapped. |
| 3. Efforts should be made by the Butte County Office staff to seek participation in E.H.A. Title VI dissemination in August 1974. | 3. A county-wide cooperative system has been developed for rural application to deliver Career Education services to the handicapped which would be adoptable to other similar settings.<br>a) Stability has been provided for district Career Education provisions by the project staff.<br>b) A problem-solving resource for Career Education for the handicapped requirements has been established and is highly relied on by interested community personnel. |

FURTHER COMMENDATIONS OF AUDIT TEAM

The project director is to be highly commended for his influence in providing other county-wide services which enhance the development of successful community adjustment for the handicapped. Some of those "spin-off" items are as follows:

1. Upgrading the Butte County Coordinating Council for the Mentally Retarded and Developmentally Disabled by serving as an inter-discipline articulation link.

2. Participation in the development of a community college course for adult retardates.

3. Serving as an inter-agency referral resource.

4. Establishing an Agency Services Public Information Office.

5. Participation in a coordinated, county-wide effort to seek Revenue Sharing funds for agencies serving the handicapped.

6. Participation in an effort to renew development of a county-wide Regional Occupational Program.

Butte County Superintendent of Schools Office
Special Education Department
Work-Study Program

BCS-WS-6-(11-72)

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## STUDENT APPLICATION FOR WORK-STUDY PLACEMENT

NAME: _____ DATE: _____

HOME ADDRESS: _____ PHONE: _____

SOCIAL SECURITY NO: _____ SEX: M____ F____ AGE____ BIRTH DATE: _____

SCHOOL: _____ GRADE LEVEL: _____ TEACHER: _____

NAME OF PARENT: _____ HOME PHONE: _____

ADDRESS OF PARENT: _____ BUSINESS PHONE: _____

NAME OF GUARDIAN: _____ BUSINESS PHONE: _____

NAME OF LOCAL PHYSICIAN: _____ BUSINESS PHONE: _____

ADDRESS OF PHYSICIAN: _____ DATE OF LAST EXAM: _____

CHECK, IF YOU HAVE: DRIVER'S LICENSE _____ AUTOMOBILE _____ MOTORCYCLE _____ BICYCLE____

WILL YOUR PARENT OR GUARDIAN PROVIDE TRANSPORTATION? YES _____ NO _____

LIST THE JOBS YOU HAVE HAD: (UNDERLINE THE ONE YOU LIKED MOST).

1. _____ 3. _____

2. _____ 4. _____

SCHEDULE OF SCHOOL AND WORK HOURS:

Under TIME PERIOD, write the time when each class begins and ends, including lunch. Under MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, write one of the following for each time period.

SE (Special Education Class) R (Regular Class)
L (Lunch Time) X (Best Time Period for Work)

| TIME PERIOD | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| ____TO____ | | | | | |
| ____TO____ | | | | | |
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| ____TO____ | | | | | |

DO NOT WRITE BELOW THIS LINE - FOR TEACHER USE ONLY

LIST PLACEMENT RECOMMENDATIONS:

1._____ 2._____ 3._____

4._____ 5._____ 6._____

FOR TEACHER USE ONLY

STUDENT NAME_____

SOCIAL WORKER - NAME_____ BUSINESS PHONE_____

PROBATION OFFICER - NAME_____ BUSINESS PHONE_____

TEACHER PRIORITY FOR STUDENT PLACEMENT (Based upon work readiness, grade in school, need of student): 1____;2____;3____

STUDENT INTEREST AREAS - RANK (From page 2, Job Qualification Profile):

1._____ 2._____ 3._____

4._____ 5._____ 6._____

PLACEMENT PREFERENCE (From page 2, Job Qualification Profile):

1._____ 2._____ 3._____

4._____ 5._____ 6._____

7._____ 8._____ 9._____

10._____ 11._____ 12._____

JOB PLACEMENTS:

| JOB TITLE | SUPERVISOR | COMPANY | ADDRESS | PHONE | HOURS | DAYS | WAGES |
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BUTTE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
SPECIAL EDUCATION DEPARTMENT
3 COUNTY CENTER DRIVE
OROVILLE, CALIFORNIA 95965

CONSENT OF PARENT (To be signed by parent, and guardian if applicable)

Work-Study was initiated in 1971 as a Title VI, E.H.A. project, and is now an integral part of the Special Education program. Work-Study includes pre-vocational counseling and instruction, assessment of the student by the teacher to determine vocational interest, readiness, and potential, as well as vocational instruction and placement of the student in a work situation.

Work stations have been developed in the classrooms, on the school district campuses, and in businesses and agencies in the community. Students age 16 and over are placed in these stations on the basis of the readiness of the students, the availability of work stations, and the appropriateness of the work stations for the vocational potential of the students.

Students receive school credit for successful completion of work station assignments, based upon the number of hours or work during the school semester. Students also receive pay for their work in some agency work stations and in all private business work stations. The rate of pay may be adjusted to the production rate of the student, in accordance with State Department of Industrial Relations regulations.

This program is in compliance with the provisions of the California State Department of Education Work-Study Handbook.

I understand the Work-Study Program as it relates to this student, and I consent to his participation in the program.

_____ _____
(Name of Student) (School and Location)

_____ _____
(Signature of Parent) (Date) (Signature of Guardian) (Date)

MEDICAL INFORMATION (To be completed by physician, social worker, or representative)

Name of local family doctor_____

Date of most recent physical examination_____ Does student have Medi-Cal card?____

Medical problems which would limit employability of student_____

_____

Current medication, including type, amount and schedule_____

_____

_____ _____
(Signature of Doctor or Rep)(Date) (Signature of Social Worker) (Date)

BCS-WS-9 (3-73)

John Foster, Coordinator
Work-Study Program

JOB QUALIFICATION PROFILE

JOP FORM

NAME/TITLE: _____ D.O.T. NO / SOC. SEC. _____

ADDRESS: _____

TELEPHONE: _____ DATE: _____ AGE: _____ SEX: _____

I. GENERAL EDUCATION (Grade Level)

A. Reasoning:

( ) 1.Perform 2 step instructions (1-3)
( ) 2.Perform detailed instructions (4-6)
( ) 3.Problems with concrete variables (7-8)
( ) 4.Interpret & solve problems (9-12)
( ) 5.Scientific-Logical problems (13-14)
( ) 6.Abstract-Intellectual problems (15-16)

B.Mathematics: (Grade Level)

( ) 1.Add; subtract; copy (1-3)
( ) 2.Multiply; divide (4-6)
( ) 3.Fractions; decimals; percent (7-8)
( ) 4.Algebra; geometry (9-12)
( ) 5.Advanced math; calculus (13-14)
( ) 6.Original; theoretical concepts (15-16)

C Language: (Grade Level)

( ) 1.Write addresses; ask information (1-3)
( ) 2.Survey; type first draft; copy (4-6)
( ) 3.File; post; mail; tour guide (7-8)
( ) 4.Interview; interpret; transcribe (9-12)
( ) 5.Counsel; advise; evaluate (13-14)
( ) 6.Write; lecture; edit (15-16)

II. DATA, PEOPLE; THINGS:

A. Data:

( ) 0. Synthesizing
( ) 1. Coordinating
( ) 2. Analyzing
( ) 3. Compiling
( ) 4. Computing
( ) 5. Copying
( ) 6. Comparing
( ) 7-8. No significant relationship

B. People:

( ) 0. Mentoring
( ) 1. Negotiating
( ) 2. Instructing
( ) 3. Supervising
( ) 4. Diverting
( ) 5. Persuading
( ) 6. Speaking-Signaling
( ) 7. Serving
( ) 8. No significant relationship

C. Things:

( ) 0. Setting up
( ) 1. Precision working
( ) 2. Operating-controlling
( ) 3. Driving-operating
( ) 4. Manipulating
( ) 5. Tending
( ) 6. Feeding-offbearing
( ) 7. Handling
( ) 8. No significant relationship

BCS-WS-1-(2-73)-1

III. MISCELLANEOUS FACTORS:

A.( ) Licenses Required: _____

_____

B. Level of Supervision Required:

( ) Close Supervision
( ) General Supervision
( ) None

C.( ) Prior Experience: _____

_____

D. Wage Range: _____

_____

E. Hours: _____

_____

IV. PHYSICAL DEMANDS

A. Required Physical Activites:

( ) 1.1.Sedentary (Lift 10 lb; no carrying)
( ) 1.2.Light (Lift 20 lb; carry 10 lb.)
( ) 1.3.Medium (Lift 50 lb; carry 25 lb.)
( ) 1.4.Heavy (Lift 100 lb; carry 50 lb.)
( ) 1.5.Very Heavy (Excess of above)
( ) 2.1. Climbing
( ) 2.2. Balancing
( ) 2.3. Walking
( ) 2.4. Running
( ) 3.1. Stooping
( ) 3.2. Kneeling
( ) 3.3. Crouching
( ) 3.4. Sitting
( ) 3.5. Standing
( ) 3.6. Turning
( ) 4.1. Reaching
( ) 4.2. Handling
( ) 4.3. Fingering
( ) 4.4. Feeling
( ) 5.1. Talking
( ) 5.2. Hearing
( ) 6.1. Clarity of vision
( ) 6.2. Depth perception
( ) 6.3. Color vision

File No. _____

V. WORKING CONDITIONS

A. Job Environment factors:

( ) 1.1. Inside work
( ) 1.2. Outside work
( ) 1.3. Both inside and outside
( ) 2.0. Extreme cold
( ) 3.0. Extreme heat
( ) 4.0. Wet or Humid
( ) 5.0. Noise or vibration
( ) 6.0. Hazards
( ) 7.0. Poor breathing conditions

Brock PRINTING SERVICE

Butte County Superintendent of Schools Office
Special Education Department
Work-Study Program

# TASK ANALYSIS SHEET

Job Title _____ D.O.T. Code _____

Work Station _____ Supervisor _____

Address _____ Date _____ Completed by _____

| JOB TASKS (TPO) AND PERFORMANCE STEPS (IPO)<br>Detailed description (relate to home-school skills):<br>1. Specific skill: Physical; social; academic (WS-1)<br>2. Equipment and materials used.<br>3. Safety hazards and precautions. | MINIMUM PRODUCTION RATE UNITS/TIME | MINIMUM ACCURACY REQUIRED PERCENT % | TRAINING LOCATION C.S.O.E. |
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BSC-WS- 2 (6-72)

Butte County Superintendent of Schools Office
Special Education Department
Work-Study Program

STUDENT PLACEMENT AND FOLLOW-UP RECORD*

Name_____

Social Security Number_____

School_____ Year_____

| JOB TITLE | COMPANY | SUPERVISOR | ENDING DATE | EMPLOYER RATING (AVERAGE) | EMPLOYER RATING NO. 8 | EMPLOYER RATING NO. 7 | EMPLOYER RATING NO. 6 | EMPLOYER RATING NO. 5 | EMPLOYER RATING NO. 4 | EMPLOYER RATING NO. 3 | EMPLOYER RATING NO. 2 | EMPLOYER RATING NO. 1 | STARTING DATE | WORK PERMIT (IF UNDER 18) | TRAINING AGREEMENT | SPEC. MIN. WAGE APPLICATION | TRANSPORTATION ARRANGEMENTS | STUDENT VISITS JOB | MATCH STUDENT WITH JOB | PHYSICAL EXAMINATION |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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BCS-WS-5 (3-73) *Follow-Up Record for graduates on reverse side.

## YEARLY FOLLOW-UP RECORD OF GRADUATES

Name_____ Date of Program Completion_____ School_____

Changes of Name_____

| CURRENT HOME ADDRESS | EMPLOYER(S) | JOB TITLE(S) | MONTHS EMPLOYED (E) MONTHS UNEMPLOYED (U) | REASON(S) FOR UNEMPLOYMENT | COMMENTS |
|---|---|---|---|---|---|
| 1 Year: | | | | | |
| 2 Years: | | | | | |
| 3 Years: | | | | | |
| 4 Years: | | | | | |
| 5 Years: | | | | | |
| 10 Years: | | | | | |

## RECORD OF PUBLIC AGENCY REFERRALS AND SERVICES TO GRADUATE

| NAME OF AGENCY | DATE OF REFERRAL | REFERRED BY | SERVICES REQUESTED | SERVICES RECEIVED | DATE | COMMENTS |
|---|---|---|---|---|---|---|
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